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THE JOURNAL OF EDUCATION

Volume 132 SEPTEMBER 1949 Number 6

John Dewey's Ninetieth Birthday — WILLIAM H. KILPATRICK
Knowing Our Negro Neighbors — RUIE NUGENT
Visual Literature — ROBERT MATTUCK
College Freshmen Tell Their Troubles — C. NEALE BOGNER
Look Homeward, Scholar — MARGERY W. STEER
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Let's Get Off The Pendulum — ALDEN J. CARR
Reversibly Speaking — GEORGE W. FEINSTEIN
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EDITORIALS, FEATURES, AND THE NEWS DIGEST

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As we go to press . . .

Shucks.....we didn't expect to occupy this place of prominence or have our bit of chatter printed in colored ink. However, this gives us an excuse for acting embarrassed and we have always wanted such an excuse when writing the Journal's foreword.

Not that we should have resisted seriously if some good company (whose big chief may be reading these lines) had decided to occupy this space. Strangely enough the more advertising we have the more room we have left or can make for articles. Possibly some of you have not realized the fact that advertising "pays the freight" and more or less determines the extent to which your professional organs can go in serving you. Dozens of you could probably reassure advertisers as to this magazine's influence on your purchasing—dozens to every one that actually takes the trouble.

Naturally we ourselves here on the Journal are pleased to have you tell us, as you occasionally do, that you enjoy the magazine, wouldn't be without it for anything, and all that. These compliments make us try to do our part better. Then we are disappointed. We find ourselves up against our limitations. If only we had an association behind us, we think. Yet if we had we should be less free than we are to speak our minds, to omit boring reports, addresses, and other official stuff. A solution would be for some of our fans to pass the word along to their colleagues that they are missing a good bet by not taking the only one of its kind—or whatever.

We have even heard it whispered that this very periodical would have ten times its present number of readers if its charms were better publicized. We are skeptical on this point but ready to be shown.

Your editor worked one summer on a city reservoir project employing laborers to mix concrete, lift stones, and do all sorts of odd jobs ill suited to hot weather. The bright spot was the arrival of the water boy on his frequent round of visits. We want the Journal to be a sort of water boy to the school profession, carrying refreshment to more places and more people.

Hi, everybody! Glad to be back with you for another interesting year together.

XUM

Your Textbook Reporter

At Home on Our Earth

Book Four of the Whipple-James geographies for elementary grades now comes into being as **At Home on Our Earth.** Over two-thirds of this fully mapped and pictured work deals with the United States. The remainder treats of Great Britain and its colonies and dominions, some of which, such as the Republic of Ireland, India and Pachistan hold very tenuous relations with the empire. The ties that give unity to the book are social and cultural and the similarities of political ideas and institutions. Natural situation, the authors declare, is not the sole determining factor in what the people of a particular region or locality do to support themselves. Much depends on the characters and proclivities of the people. "Proclivities" is not quoted from the text. Indeed the vocabulary seems well controlled. So also are the details, through avoidance of discouraging lists. We note considerable skillful repetition to enable correct impressions to sink in.

Only this morning your reporter asked a sixth-grade lad whether he liked geography. "Oh, fairly well," he replied, at the same time admitting his fondness for history. Maybe he would derive more pleasure and profit from geography if he had a livelier textbook such as the Whipple-James combination has tried with apparent success to create for him. One secret lies in the extensive use of concrete examples of how different people live and work.

A feature of this text is its descriptions of various cities. But physical facts such as climate are by no means overlooked. Conservation gives an important final chapter.

AT HOME ON OUR EARTH. Whipple and James. The Macmillan Company, New York. $2.96.

Developmental Teaching

Effective teaching has always been what the title of Dr. Mursell's latest book labels it: **Developmental Teaching.** But that which is more or less instinctive with naturally gifted teachers is now offered in modern psychological terms and setting, so that all teachers, whether specially talented or not, may firmly grasp the key to higher achievement.

How can any given subject matter be so taught as to promote the mental, emotional and social growth of the learner? This is the basic question throughout the book. In the earlier chapters, the author considers the principles of growth and sketches a general pattern of teaching that puts these principles to work. Successive chapters deal respectively with language, reading, mathematics, science, social studies, the fine arts and the role of memory.

While some of the author's explanations are rather hard to follow because necessarily abstract, the reader does not have to travel far before meeting a clarifying flash or a specific case that points up the idea. Certainly the central theme of the text is supremely important and merits the attention and the emphasis given it in this volume.

DEVELOPMENTAL TEACHING. James Mursell. McGraw-Hill Book Company, New York. $3.50.

Reading Manual and Workbook

Getting the student to take responsibility for self-improvement in the art of learning from books is the evident purpose of this **Reading Manual and Workbook.** It consists of twenty-odd units. The first three are diagnostic; most of the remainder deal constructively with various specific problems. For example there are units on skimming a book for its main points, on the parts of a book, on outlining, on studying a poem, and on reviewing for an examination. The assignments impress one as reasonable and practical. Aside from the chapter on verse, little attention seems to have been paid to reading for appreciation. Maybe this is up to the teacher of literature. The manual could be a valuable adjunct to any course in how to study or how to read for comprehension. A final section on orientation contains many questions whose answers, as given by the student, should add up to an appraisal of his fitness for learning from books and for keeping pace with classmates in other departments of school life and association.

READING MANUAL AND WORKBOOK. Carter and McGinnis. Prentice-Hall, Inc., New York. $1.75.

Biology in Our Lives

That the science of biology has many applications to the business of daily living is amply illustrated in **Biology in Our Lives** by Hunter and Hunter. Yet the selection and handling of the subject matter is such as to satisfy the requirements of a course in pure science. The book is organized under ten units, each motivated with a set of definite problems. The student early learns the dependence of mankind upon growing plants for food. He is shown the balance of nature and the interdependence of all life. He glimpses the classification of biological forms. He notes the principles of health, the influences of heredity and environment, and the necessity for conservation. Nothing seems to have been overlooked that the teacher would expect to find. Technical terms are defined and, where necessary, their pronunciation indicated, and there are cumulative summaries of such words and a glossary. The unit-end questions are thought-provoking, without being too difficult. There are evidences throughout the book that a sincere and successful effort has been made to produce a standard text of quality and teachableness. Those who study it should acquire a scientific attitude and a supply of information of practical advantage in present and after years. Students especially attracted to biology are told of vocations leading from it and of avocations through which they may continue its pursuit.

BIOLOGY IN OUR LIVES. G. W. and F. R. Hunter. American Book Company, New York. $3.40.

Arithmetic for Teachers

The specific title, **Arithmetic for Teacher-Training Classes** reveals at once the purpose and scope of this book. The present edition represents a thorough up-to-dating of a work now belonging to a past decade.

Since every teacher in the elementary grades is a teacher of arithmetic, the need for such a course as that here provided is obvious. Poor instruction in this subject is responsible for many pupil failures. A great many of the teachers were victims of poor instruction themselves. Many have forgotten such arithmetic as

they learned several years ago in the grades below high school. So what to do? Well, give them the works. Assume that these teacher candidates can acquire an understanding of arithmetic. This text is not a review but a new view.

Problems, we learn, should bear a relationship with children's experiences and activities; should be given in terms easily understood; and should be regarded as the real test of a pupil's mastery of the number science.

Detailed explanations of processes, methods of drilling, ways of estimating and checking answers, and some attention to the development of reasoning—all are included. The volume, while not large, probably offers enough material to set up an excellent course. In the hands of a superior teacher of teachers, this course will produce far better teaching of arithmetic than has generally prevailed hitherto.

The best aritmetic is not learned so much as caught.

ARITHMETIC FOR TEACHER—TRAINING CLASSES. Taylor and Mills. Henry Holt and Company, New York. $3.00.

Asi Se Dice

A teacher of Spanish was so frequently asked how to say this or that that she finally broke down and prepared mimeographed sheets, giving Spanish words and expressions under various topics. No doubt these sheets anticipated a good many topics her students neglected to bring up. After five years of producing, testing, amending and amplifying these lists, the instructor organized them all into **Asi Se Dice**, a text and practice book in oral Spanish. Before it is used, the class is supposed to have learned some of the fundamentals about Spanish verbs.

All sorts of situations in which the student may chance to find himself, actually or in imagination, appear to have been covered. Ingenious devices are provided for enabling the student to track down the word or phrase required for any given occasion.

Today's emphasis on the oral approach to modern languages is neatly implemented by this work. It is far superior to the average conversation book in the range of its contents, the accessibility of its information, and the choice of vocabulary and idiom.

The volume is small enough to be tucked into one's suitcase when starting on a tour and we predict many a journey into Spanish-speaking lands where this guide will be exceedingly helpful.

ASI SE DICE. Gladys King. Houghton Mifflin Company, Boston. $1.48.

Nancy's World

Snowball the kitten, Nosey the dog, brother John and little sister Mary Ann are the engaging characters that make up **Nancy's World.** This, as you might guess, is a social studies reader for little people, say first graders. Fetchingly illustrated with wash drawings, and regulated as to vocabulary, the book is packed with thank-yous and replete with situations in which children adjust to things and people. Thus is launched a new series of readers planned not only to entertain and afford practice in the first **r,** but also to make small individualists into sociable beings, able to help one another and to realize that all have rights and duties. Nosey, being only a dog, means no harm when he makes Nancy drop the bottle of milk. But Nancy refuses to tattle on her canine friend and Mother has to figure out the culprit. The stories are as lively and exciting as you can expect when repetition of words and phrases is essential to the strengthening of the child's grasp on reading.

NANCY'S WORLD. Mary Willcockson. The John C. Winston, Philadelphia. $1.24.

Give Us This Day

The growing interest in character education is again attested by the eager reception accorded to this little reader titled **Give Us This Day.** First published early in 1949, **Give Us This Day** quickly ran through two printings and within six months was well along on its third edition.

Written by Mary Elizabeth Old and suitably illustrated in rich colors by Kay Draper, this story book for young children is based on twenty-six Bible verses, one for each letter of the alphabet. The verse at the head of a chapter is thoughtfully explained to Harriet by her mother, who then relates a story from the Bible or other literature or contemporary life which shows the verse in action. In this manner a variety of episodes in the lives of Moses, Abraham, Joseph and David are narrated in simple terms reinforced by memorable pictures. One is impressed with the amount of moral teaching that can be put across in six and twenty lesson chapters. Courage, faith, purity, and self control are but a few of the ideals held up for emulation. Faith in God and practice of the Golden Rule are features of the American tradition that we can ill afford to lose through neglect or silence.

GIVE US THIS DAY. Mary Elizabeth Old. Allyn and Bacon, Boston.

Business English in Action

In one sense the aim of **Business English in Action** is to do away with business English, as ordinarily spoken and written, and to substitute the sort of good English more commonly met elsewhere. However, the worker in a business office does need instruction of a special sort, and lots of it. The text before us calls up many different situations having to be met with oral or written words. How to select and arrange these words to get the desired results is explained—and the student soon discovers that effective English is three parts psychology and only one part language.

The number of word-employing tasks that have been anticipated and provided for is quite impressive. Models are presented and discussed. Principles are laid down. There are word lists to improve spelling, pronunciation, and verbal discrimination—not to mention the vocabularies pertaining to particular types of business. Cartoons are brought to bear on certain errors and abuses. Everything from the speech of the receptionist to that of the sales person appears to be taken up in practical fashion.

Part 2 of the book is a handbook of grammar and usage, interspersed with tests, exercises and more exercises.

The study of business English, being motivated by the hope of getting and holding a job, should really clinch the facts and concepts that have rattled off the pupil's head during eight or ten years of previous bombardment. Yet there is, it seems, a heap to learn before one is ready to fill the chair of secretary.

BUSINESS ENGLISH IN ACTION. Tressler and Lipman. D. C. Heath and Company, Boston. $2.80.

EDITORIALS

GOTHAM HAS TO WHISTLE

Lest any of us imagine that the schools are out of the woods as regards the number of available teachers, a glance at the City of New York may be enlightening. Traditionally the situation there has been one of over supply. High salaries have drawn teachers from other places. Despite stiff examinations and experience requirements, the schools of the metropolis have had long waiting lists. These are only a memory today. There may be at this moment a meager hundred or so names of teachers who have met the tests and are not yet employed. Half these are prepared for particular posts that do not happen to be vacant at this time.

Statistical experts have been studying the probable needs of the city for the next five years. They are convinced that the four city colleges—Hunter, Queens, City of New York and Brooklyn—will not produce more than three-fourths of the 18000 qualified candidates likely to be demanded as replacements and new personnel between now and 1954. The rest will have to be sought elsewhere.

The magnitude of New York's teacher problem is indicated by the grand total of 28,309 positions for which appropriations had been made in the early fall of last year. Meanwhile war babies are reaching school age in droves.

The shortage is especially acute in classes for the handicapped. Here the principle of equal pay appears to have led teachers to take easier positions.

It is quite possible that the city will modify its criteria for admitting teachers. Or some unhappy shift in our economy may cause an upsurge in the number of available teachers. Meanwhile school administrators at the mouth of the Hudson are experiencing a kind of worry that is quite a novelty for them. Their yacht with gold trimmings is tied up at wharf and they are in the same boat with all the rest of us.

JUDGING TEACHERS

What are the essential characteristics of a college teacher?

Possession of a Ph. D. comes first in the opinion of most hiring authorities nowadays. Various personal qualities are also sought. But what do students deem important? And what do college teachers themselves regard as their top standard?

Students and faculty of Mt. Holyoke were asked this question recently, and there was considerable agreement as to what is most desirable. The teacher, they said, should be enthusiastic about his subject.

The second point both parties listed was the ability to communicate one's ideas to the student.

Other points named were the knack of linking one's subject with other subjects and with life in general.

Faculty members mentioned a danger that appears not to have occurred to the students: namely that of drying up for want of new material. They stressed the need for further study and research, since otherwise the bottom of the barrel would be reached. Study and research are, however, an obvious corollary of the first proposition—that a teacher should be enthusiastic about his subject. If he is, he will never cease to expand and deepen his knowledge. Continuous growth is a prime qualification for any person who would guide and inspire the growth of others.

SUCH UNDERSTANDING

We ran across it in a short story and it may not have happened. A Hollywood producer, failing to secure the actor he wanted for hero of a psychological play, decided to substitute a heroine, and ordered his writer to make the necessary changes—just like that.

We were talking the other day with a woman member of a school board. She said her chief quarrel with her male associates on the board was over the fact that they thought a teacher could teach one subject quite as well as another. They didn't seem to realize that one who had specialized in modern languages might be incapable of instructing a class in mathematics, or vice versa. Their theory was that any person who had gone through college and been honored with a teaching position, should be ready to handle any sort of assignment whatever.

Not long ago a teacher here in Boston actually defied the school committee on this very point. Suspended at first for refusing to teach a health course as something not in her line, she demanded a hearing and the committee backed down.

A teacher, especially at first, usually needs to have a good deal of versatility. We all know that the newest addition to the faculty, is liable to be treated as a jack of all trades. It is usually easier to inflict a variety of subjects upon a new teacher than to break into the routine of one who is older and better established. It may even be argued that it does a teacher good to venture into some fresh area of study now and then. Yet to push teachers about as if they had no preferences, no fields of special aptitude and preparation, is unfair to them and to those they teach.

REFORM BY INCHES

The fellow who invents a new and better typewriter will do well to retain the standard keyboard. This keyboard may be disorderly and senseless. But various attempts to improve it have met with insurmountable barriers of habit and tradition.

Similarly the metric system of weights and measures is intrinsically far better than the English system. But the effort to supplant the English system by the metric in the home, the corner grocery and the community is largely wasted.

Thousands of young enthusiasts, fresh out of college, will enter the teaching profession this fall, eager to apply modern methods. Many of them are due for disappointment as they come up against associates and overseers who know from sad experience how slowly progress must be made in most educational procedures.

Is it better to gain an inch or to try for a mile and not get anywhere?

One's answer will depend on one's temperament. The correctness of the answer will be determined by one's personal supplies of tact and daring and by circumstances.

The worst mistake is to become indifferent, to accept things as they are without appraisal, to settle down into the rut worn by previous travelers. Self-improvement—improvement within one's own sphere—is always possible. Revolutionize yourself as much as you please, but recognize stone walls when you see them.

PUBLICITY FOR COLLEGES

Birds of a feather are sure sooner or later to organize, hold conventions, and establish a central office in the nation's capital. For example, the public relations directors of the colleges. They met in Washington last spring and voted the inevitable headquarters whenever space can be found for another desk or two in that metropolis of special interests.

One point brought out by the publicity people at their spring gathering, was the fact that a false impression has somehow got around regarding private benefactions. These are not drying up, as frequently alleged. Gifts to institutions from people with incomes of $300,000 or more yearly, swelled to a total of $57,464,000 in 1946. Benefactions from the same income bracket in 1933 were only $10,838,000. Why discourage the donors by making it appear that largesse is out of fashion?

The public-relationists were pretty well agreed that thorough preparation in English as part of a liberal arts course offers better equipment for their vocation than does a course in public relations as such. This may be true. But there is never a day in any editor's office when his wastebasket would not, if it could, cry aloud against its burden of alleged "news" releases from college press agents who, however well they know English, don't know news from a hole in the ground. Experience in reporting for newspapers somewhere along the line would save many tons of paper and a pile of postage.

TUITION BY INSTALMENTS

Figures are not at hand to show whether the tuition charges of private schools and colleges have advanced faster than other living costs. But such charges as of today are certainly prohibitive for many families. Wise parents who expect their children to attend institutions in the higher brackets will begin at the earliest possible moment to build up a fund by regular saving. But suppose, as often happens, they have neglected to prepare for tuition fees. How will they foot the bill for a term, a semester or even a full year in advance?

Eleven years ago one Rudolph Neuberger devised and inaugurated a so called Tuition Plan, through which tuition can be purchased like a bedroom set or a motor car, at so much a month. Upwards of three hundred private schools and colleges are said to have subscribed to the idea and are ready to suggest it to their patrons who may be interested.

The Tuition Plan, whose address is 424 Madison Avenue, New York, presumably involves a charge for interest. People who save ahead over a period of years get the benefit of interest working the other way. But if the time comes when one has no choice, pay-as-you-go may be the answer.

GOOD TEACHER, GOOD NEIGHBOR

Top man of the education faculty at Western Reserve University in Cleveland is a Canadian-born, Harvard-polished gentleman named George Carlton Robinson. A great and greatly admired teacher is this Robinson.

But it's a small world. And we recently ran across a man in Boston who knows Robinson by reason of the fact that the two men are summer neighbors in Scituate, Massachusetts. Now here's the gossip. Robinson plays the violin and enjoys practising on vacation. To do this without disturbing his fellow residents, he has built a small music room or shack at a safe distance from the village street—off in the marsh.

Wouldn't you know?

XUM

JOHN DEWEY'S NINETIETH BIRTHDAY

WILLIAM H. KILPATRICK
Professor Emeritus
Teachers College, Columbia University

On October 20, 1949 American education will celebrate the birthday of one whom it most delights to honor.

John Dewey is at once the foremost philosopher in the history of America, its greatest educational thinker, and —many so judge— our most distinguished citizen. His influence on education is unequaled both in extent and in depth. Each public school child in our country lives a happier and a better life because of Dewey; and the same holds for most pupils of the non-public schools. And not simply in this country; in most other countries of the world is his influence felt.

Pestalozzi had prepared the ground. Froebel and Herbart had helped. Horace Mann, Henry Barnard, William T. Harris, Stanley Hall, Francis W. Parker, and others had carried America further along the Pestalozzi road. But one thing was lacking. Not one of these men, nor all combined, had given an adequate theory for a thoroughgoing democratic science-respecting education. This Professor Dewey has done. Not that his statement is final. Exactly no. The essence of his theory is that education must continue to grow, grow in the individual and grow as a part of the culture.

What shall we name as the outstanding features of Dewey's contribution?

1. That all institutions, all social and individual enterprises, must be finally judged by their educative effect on all involved. We must then ask of every political institution, every economic arrangement, every philosophy, each social custom, each personal habit and attitude, every school effort. Does this so develop all affected that they thereby become better prepared to face life's possibilities open-mindedly, responsibly, and effectively? This is the strategic test of all social arrangements.

2. When the same test is applied to school aims and procedures, many thoroughgoing changes are demanded in the older outlook:

(1) Education must cease to aim primarily at the content of books and instead aim at character and personality.

(2) The means for building character and personality will be present —actual living as real and vital as we can together effect. Today's rich living brings growth, and so richer living tomorrow and still further growing. This school will use books, more than formerly, but always as means to richer present living.

(3) The child's interests give the surest sign and symptom of his growing power. Our part is to discover the constructive powers thus indicated and guide accordingly. Through interest the child identifies himself with the necessary effort. The resulting fruit of such interested effort is discipline, the power of continued consistent response.

(4) Education thus becomes such ever continuing reconstruction of present experience as adds new meaning to the process, while it widens and deepens the social content and at the same time gives to the individual better control over his further experience.

(5) Only as education utilizes the social possibilities of both school and community can we hope to get our needed intelligent and responsible citizenship.

(6) All affected by a decision should share in making that decision—this is essential democracy. A proper education becomes accordingly the best if not the sole safeguard against dictatorship and the police state. In the light of all the foregoing the obligation of a community to education becomes its paramount social duty.

KNOWING OUR NEGRO NEIGHBORS

RUIE NUGENT
Elementary School
Winnfield, Louisiana

What is the responsibility of the school in relation to the problem of mutual understanding among races? Where should the program begin — at elementary secondary or college level? Where can materials be secured? What procedures should be used?

These questions cannot be answered dogmatically. However, if we believe in democracy it is up to us to instil its ideals into the children we teach.

The South can surely claim one of the nation's oldest race problems — that of the Negro. It would be foolish to deny the existence of the problem; it would be equally ridiculous to affirm that there exists a feeling of bitterest hatred between all Negroes and White people of the South as we are often asked to believe.

Much is being done by interested organizations and individuals toward achieving more harmonious relations between racial groups. Even in the deep South where Negroes are an integral part of the life, much can be done toward improving the attitudes of the two groups toward each other.

The truth of this statement has been proven by an experiment in the Winnfield, Louisiana, Elementary School. Our fifth grade study of minority groups was begun with the conviction that interracial relations interpreted in the light of historical and geographical backgrounds are of greater significance than the study of history and geography as subject matter courses having little or no connection with current problems.

During a period of teacher directed class discussion of the peoples of the world, the great number of these groups who live in the United States was mentioned. Although these children range in age from only ten to twelve years, they were able to name a surprisingly large number of nationality groups represented in this country. Narrowing the field to their own state, parish and community, they very readily recognized Negroes as comprising the largest group.

Through careful guidance by the teacher they arrived at the conclusion that education is the most effective means by which interracial problems can be solved. They further decided that, if this were true, it is our responsibility as good citizens to secure as much information about as many of our neighboring peoples as limited time will permit.

The first task facing the children was the development of a tentative outline of work. The entire class working together, with the teacher acting as secretary, agreed on the following subjects and suggestions for group study:

1. Distribution in the United States.
   a. Draw a map of the United States showing, in color, Negro distribution.
   b. Make a bar graph showing percentage of Negro population by States.
2. History of the Negro
   a. African background: including regions from which they came, customs, civilization, government, geographic and climatic conditions, etc.
   b. Coming to the Americas: how, when, and why they were brought to the New World; sections to which they were brought; difference between their fate in the northern and southern continents; what invention caused their concentration in southern United States; their role in the Civil War; freedom from slavery; citizenship; etc.
3. Accomplishments of the Negro.
   a. Study lives of outstanding Negroes in the fields of science, medicine, law, education, and business.
   b. Encourage members of the class to read biographical sketches of noted Negroes.
4. Music and Literature
   a. Make a collection of different types of Negro songs. Learn to sing some of these.
   b. Find how the various kinds came into use.
   c. Find information about Negro composers and singers.
   d. Find and read Negro stories and poems; both those written about Negroes and by them.
5. Education
   a. Read and report on newspaper and magazine articles pertaining to education.
   b. Make charts showing the literacy rate among Negroes.
   c. What is Louisiana's plan for educating the Negro?
   d. Find the locations of the Negro

schools of Winn Parish.
Show these on a parish map.
e. Interview educators.

6. Health of the Negro in the United States.
   a. Make a chart showing the death rate of Negroes in comparison to whites.
   b. What hospital facilities are available?
   c. How many doctors and nurses are available?
   d. Make charts showing this information.
   e. Read articles and report to class.
7. Race problem
   a. What conditions or incidents helped bring about the problem that confronts both Negroes and Whites today?
   b. What are the rights and responsibilities of the Negro as a citizen of the United States? To what extent are these adhered to in our courts?
   c. Public services
   What public services does he receive in this community; library, public health, fire protection, garbage disposal, etc.?

After completing their plans the children were divided into groups, according to choice as far as possible. They elected a class chairman, group chairmen and group secretaries.

Perhaps you wonder where we secured our information. The class had access to two libraries; school and parish. Through the cooperation of the libraries we were able to locate and obtain a great many books and periodicals. They also furnished us with addresses of numerous organizations from whom we ordered a large number of pamphlets dealing with various phases of Negro life.

Committees of children were sent out to invite various individuals of the community to speak to the class. Among those who accepted the invitations and the subjects they used were: 1. Parish Librarian — Library Service to the Negroes of Winn Parish; 2. Lawyer — The Bill of Rights as It Applies to Negroes; 3. Town Council member — Public Services to Negroes of this Community; 4. Parish Health Unit representative — Health Conditions of Negroes; 5. Religious Education Director — The Religious Life of the Negro; 6. Parish Superintendent of Education — Negro Education in Louisiana and Winn Parish; 7. Principal of local Negro High School — The Importance Mutual Understanding among Races.

Following each report given by the children and each talk by a guest speaker, time was taken immediately to discuss important points and list things which the class believed to be worth remembering.

At the end of the period for collecting information, this list of important facts was duplicated and placed in the hands of each pupil. Working together, the class organized this material into outline form. Each child copied it into his notebook.

The children planned and carried out the following program as a culminating activity.

Six children volunteered to prepare and give summaries of information collected on History, Health, Education, Religion, Libraries, and Rights. Maps and charts, which pupils had made in connection with their work, were shown. The children had learned several songs written by Negroes. These also were included in their program.

School officials were invited to visit the class during this period of summarization.

During a final period of discussion and evaluation the children arrived at the following conclusions concerning their study.

1. Many important contributions have been made to our country and the world by Negroes.
2. There have been many outstanding Negroes in our country in the fields of science, music, literature, law, medicine, and business.
3. The position of Negroes in the United States is graduatlly being improved.
4. We believe that further improvement must come through education and mutual understanding between Negroes and Whites.
5. We also believe that Negroes should be permitted the same opportunities as other citizens, and should be expected to accept the same responsibilities as others.

Committees were sent out again to see those people who had assisted them in their study. Since they were, at least to some extent, familiar with the work, the class asked for their evaluation of the study.

Our superintendent, the principal of Winn Parish Training School, the high school principal, the parish superivsor, and the education director of a local church concurred in pronouncing the experiment a success. Mrs. Rubie M. Hanks, librarian of Winn Parish Library wrote:

"It is our belief that the project was highly constructive as well as practical. Among the potential results we would like to call attention to the following:

" 1. A better understanding of the Negro race by those making the study.

" 2. Freedom from racial prejudice.

" 3. A basis for impartial thinking on the current race problem.

"Perhaps it would be well to have the study or a similar one made in all schools of our country. And in addition a study could be made of the contribution that the White race has made to the Negro race in the United States.

"Through knowledge based on facts, it is possible that racial understanding and cooperation would replace the present divided thinking on racial problems."

VISUAL LITERATURE

ROBERT MATTUCK
Goddard College
Plainfield, Vermont

It is generally taken for granted now that movies are an important influence. A good deal has been written about their effect on children, on the standards of adults, on what they report of American life. And they have begun to be quite widely used as teaching tools in classrooms of all kinds. All these things could more or less be said about books—though there would be no point in saying them because they are so obvious. But there is one other thing. We compare books, trying to find out what makes for the most effective writing; we want to know why one book is "better" than another. We try to find out what meaning a book has for a student, and we try to help him to develop a critical apparatus—a sense of know-how—that will serve him as a touchstone for further judgments or appreciation.

Very little of this sort of thing is done with films. There is a kind of time lag in the full acceptance of the film as an independent form of creative expression. And this last way of looking at films—in addition, of course, to the other ways—is important because it can help students to a clearer understanding of one regular aspect of their lives—movie-going. And clearer understanding means ultimately a more subtle enjoyment. The students themselves can recognize this. Halfway through a course on *The Film* I asked for written comments on what the work was meaning to them. One quite unsophisticated student wrote:

"I took the course because frankly I was curious, with a vague notion that I would gain an insight and advantage over other movie-goers in that I would be 'cut in on' many little details that really have importance and that most people almost always miss. A sort of feeling that I would truly get more than my money's worth. Much to my satisfaction, this has to a large degree been true. The movies chosen have presented the myriad of little subtleties which, if understood, add more enjoyment for the person trained to look for and interpret these otherwise meaningless incidents."

The form and the content of a film must not be separated. Yet you cannot do everything in a single course. If you want to emphasize the sociological implications of the film, you will make up one kind of program. If you want to bring out an awareness of the film as a *method* of saying something, as a form of story telling or mood creation or as a form of emotional experience, then your choice of films will be somewhat different. Borrowing the terms from the written word, I wanted to create an awareness of film language and film metaphor.

Another student wrote in his comments:

"My interest lies principally in literature, and I felt that this course would be a form of literature, visual literature."

"Visual literature", as he calls it, has certain characteristics of its own. The way the director tells his story is comparable to the writer's style. His "editing"; the way he "cuts" from one part of his story to another; his use of different kinds of shots; the use of metaphor and symbolism in a visual way; the use of sound—all these things in isolation and in their total effect are the business of the film student. Not a great deal has as yet been written along these lines; there are two available books that I found especially helpful: Ernest Lindgren's *The Art of the Film*, published by Macmillan, and Roger Manvell's *Film*, published by Pelican Books.

I did not use these books in any sense as textbooks. They were used, with others, to provide an integration to the series of movies and discussions that formed the course in *The Film*. This course was designed as a whole to get at the kinds of areas I've outlined above. We took one film as the starting point. Once I used excerpts from Lang's "Fury," another time Ford's "The Long Voyage Home". Then in discussion we "took it to pieces", asking what were the effective moments of the film, and how the director had built them up. Of course, a group of students new to film analysis can only gradually arrive at the answers. Becoming aware of the director's processes is almost a creative effort in itself. So from one film to another, the instructor is essentially developing the same idea. But it is exciting to watch the increasing awareness, the way in which students can develop their own sensitivity and with that their appreciation.

There are a number of different ways to plan the program for such a course. The purely historical approach may antagonize the beginning students with ludicrously "out-of-date" films. It is better to start with a more recent film made by a director who knows his business.

John Ford's "The Informer" or "The Long Voyage Home" or Orson Welles' "Citizen Kane" makes a good starting point. From there you can go backwards in time to the work of the kind of director from whom Ford and Welles have learned: Fritz Lang, Eisenstein, Flaherty, Griffith. Somewhere along the line you have to get involved in "documentary"—the use of the film for "the creative treatment of actuality" instead of story telling. This can be demonstrated with the work of Pare Lorentz, Willard van Dyke, Harry Watt, Basil Wright and many others. Incidentally, anyone running a film course probably has at least a neighborhood movie house. It's worth asking your local manager for his advance bookings. Every once in a while a feature from Hollywood or London or an unusual short documentary turns up that can be incorporated in the course work.

A final word on the physical practicalities. Even on sixteen millimeter such a course is comparatively expensive. I have found that a film every other week is the maximum load: that gives necessary time for discussion, reading and digestion. Anything more is overcrowding. We found a way that kills several birds at once. During school hours we have the film course, and the film is shown to the students. That same evening we have The Film Forum. This is open to the public on a course fee or membership basis. This achieves three things at once: the students can see the film twice, which is vital to a full grasp of details; something is done to open an opportunity to adults by way of adult education (each film can be introduced with a brief comment on its significance); and it provides financial help for the expenses of the course.

The results of this kind of work are quite exciting. Former students frequently stop me to comment on something of subtlety or extra enjoyment that they've found in some current film. Before taking the course, in common with most moviegoers, students tend to take the method of the film for granted. They feel generally that one film is more effective than another, perhaps. But they are not aware of why, or how it is done, or of what can be done. That is the business of a course on *The Film*.

COLLEGE FRESHMEN TELL THEIR TROUBLES

C. NEALE BOGNER
Baldwin-Wallace College
Berea, Ohio

In the first conference of its type in Ohio, Baldwin-Wallace College, Berea, Ohio, was host to ten high school principals and counselors as they interviewed freshmen who were alumni of their respective high schools. Represented at this initial conference were eight large Cleveland and suburban schools which had prepared a numerically large sample of the freshman class. The program was planned by the college in an attempt to affect better articulation between the secondary schools and the liberal arts college. Baldwin-Wallace has long been concerned about the problem of freshman orientation, believing that this is a crucial part of the guidance program.

The first faculty meeting in the fall for a number of years has been devoted to the formulation of plans for helping freshmen to adapt themselves readily to college life socially and academically. First-hand information about plans and background is often difficult to obtain from incoming students during freshmen week or from the traditional entrance papers and high school records and references. Even the personal interview does not always reveal concepts already entertained about college life by the freshmen. It was believed that many of the questions and observations could be better obtained by the high school counselors, who are better acquainted with the students than are college officials. The findings could then be used to implement the freshman guidance program.

The selected high school counselors were personally questioned by the Director of Admissions as to the advisability of such a plan several weeks in advance of the tentative date. Their enthusiastic support led to the setting of a date and the selection of the students to be interviewed. The sixty-seven students representing the selected schools were notified by letter about the program and asked to report to the student union for a briefing three days before the conference. They were acquainted with the details and told that the benefits to them directly might be negligible, but that the experiment would be of great value to the next class, the secondary schools and the college. Questionnaires were distributed which were to be completed and brought to the interviews. These questionnaires asked about social and academic adjustments, and adequacy of college living and boarding facilities, and invited suggestions for im-

provement of the high school curriculum. Space was left for additional comments about teaching methods for correlation of high school and college grades, and for the counselor's notes. The students were told that this questionnaire would be seen only by the high school counselor and that Baldwin-Wallace College would receive impersonal comments at a later round table discussion between college administrators and counselors.

A week in advance of the conference the counselors had received for each student a profile developed from general achievement tests given during freshmen week. Upon their arrival on the campus, they were given the entrance papers for each student including the high school transcript form and application for admission. With these papers were copies of the grades received by the student for his first two quarters at Baldwin-Wallace. The fifteen minute interviews were arranged to insure absolute privacy.

The discussion period between college deans and counselors following luncheon brought to light many interesting observations. The high school counselors generally affirmed their belief in the value of the plan and offered to present the information gained to their own faculties at future meetings.

The consensus was that these schools were preparing their students adequately for college but that there were opportunities for improvement. Emphasis was placed by many of the freshmen on the lack of instruction in high school on how to take notes. Some counselors felt that this problem might be met through six-week units in the 12th grade English classes. Lecture courses puzzled the freshmen since they frequently attempted to take verbatim the professors' lectures and consequently missed important points. Knowledge of how to prepare term papers would be valuable to freshmen. Students urged greater emphasis on vocabulary and reading instruction. The amount of outside reading required in college was much in excess of what they had been used to doing in high school. Library instruction was advocated to enable them to do independent research more easily. (Some high school librarians had seemed prone to do the investigating for them.) Final exams in at least some secondary subjects were recommended, along with more emphasis on essay type tests. Students believed that a course in how to study in high school would have been of value to them because of the assumption on the part of the college professor that they could proceed on their own without daily assignments. A general belief existed that more care could be given to educational counseling in high school in preparation for a college major. Several students regretted the lack of an elective economics course, which would have prepared them better for the business administration course of study. In some cases a slump was noted in the first term grades, probably due to the lack of articulation and greater amount of freedom.

Students urged that college professors resort to more tests than a single final exam to determine the grade for the term. They believed that some orientation should be given in the matter of grades and requirements for attainment of "A's", "B's,", "C's", "D's". Students complained about the presumption by freshman instructors that suddenly they were capable of independent research. During registration greater emphasis should be placed on prerequisites for certain courses. Students had been permitted to schedule a physics course for example without sufficient math background. The amount of outside reading was difficult to accomplish for many of them due probably to the lack of reading instruction in high school. One instructor was said to require a certain number of pages to be read weekly, but never made further reference to the reading nor to the text used, depending on his lecture notes for test construction. The lecture method was widely criticized by the freshmen. In too many cases the instructor seemed to be relying on notes used previously. Freshmen were of the opinion that discussion groups were not only more interesting but also more effective.

In the liberal arts college, greater emphasis should be given to vocational counseling and in this connection, the individual professor should give more vocational information about his field. The counseling system of the college was criticized on the basis that too many faculty members consider it a minor phase of their duties and in some cases had not gone over freshman tests results with the student.

Students, counselors, and college faculty agreed that conferences of this kind should be an annual affair, that they should include all freshmen, and that the information gained should be more widely released. It was recommended that a study be made of freshmen withdrawals to determine how many were the result of this lack of articulation between the college and the secondary schools. The feeling existed among all participants that high school graduation was not the terminal point of the student's preparation for college but rather the beginning of further training to help them adjust more adequately to life itself. Breadth of experience rather than specialization was emphasized. The function of the liberal arts college and the high school, the justification for their existence, is to prepare students to solve life's problems.

LOOK HOMEWARD, SCHOLAR

MARGERY W. STEER

When school opened in September millions of young people returned to the high school classrooms of our country to be prepared for life in a democratic society. Each one of these students is a unique and, to some extent, an unpredictable individual with unknown potentialities and problems. The life for which our schools are expected to prepare them is also highly complex and uncertain. Who can say what knowledge of themselves and of the world will equip our children for a future which we cannot foresee?

While in one sense we cannot tell in advance what lies ahead, of one thing we are sure. The adult lives of these young people will consist of activities centering primarily around their work, their families, and their communities. Their training must help them to become competent workers in some vocation for which they are fitted; it must give them some preparation for happy family living; and it must guide them into constructive community citizenship. Good national and international citizenship can grow on the foundation of good family living and local citizenship.

Many thoughtful educators believe that one of the greatest challenges facing the public schools today is the necessity of making our young people community conscious. The extent to which the community environment colors and conditions the entire life of the individual has been commonly forgotton. John Gould, in his recent book, "And One To Grow On" (William Morrow and Company New York) calls attention to the determining influence of the community on the children who grow up within it. Speaking of the village where his childhood was spent, he says, "Nothing will ever take that little town out of our lives." But an appreciation of the critical importance of community life and a willingness to assume community responsibility can hardly be instilled in students by means of civics courses which are focused on democracy in Washington and which ignore the democratic processes of group living in the home town. Some means must be found to make crystal clear the relationship between the two. A frenzy of patriotic concern over a national election will not save our society if the choice of honest and capable township officials is a matter of public indifference in our home communities.

It is not only on the college level that learning has tended toward ivory tower detachment from life. The public high school is too often an educational island, completely surrounded and cut off from community life by a sea of textbooks, course requirements, exams, athletics, and proms! There are, however, numerous experimental programs and projects under way through which schools are attempting to interpret the local community life and to prepare students for their future duties as adult citizens. The possibilities for pioneering in this field are almost limitless, and teachers who recognize the need and the opportunity are constantly on the alert for new materials and methods. Dr. Arthur Morgan, former president of Antioch College, and an educator well-known for his conviction that life and learning must be linked into one related whole, has initiated an educational project known as Community Service, Incorporated which can be of immense value to all such teachers.

This non-profit organization states on its invitation to membership that it is "An organization devoted to strengthening two weak links in the chain of our democracy: The Small Community and Education for Community. Community Service was organized to further the well-being of the small community in rural and urban life." Appropriately enough, its headquarters are located in an unpretentious building on a village street. In a modest office in Yellow Springs, Ohio a small staff of workers carries on a program of community research and service which is unique. To this community clearinghouse the incoming mail brings requests for information and advice, calls for help with perplexing community problems; it brings also reports of community achievements and "how-we-did-it" stories. The outgoing mail carries practical first aid for community needs, and a morale-building philosophy, to points throughout the world.

Community Service carries on a varied list of activities. It maintains an extensive library of books and pamphlet material relating to community life; this material may be bought or may be borrowed. It has prepared a correspondence course on the small community for group or individual use, and teaches such a course to local students. It provides conference leaders and consultants on community problems. It conducts an annual summer conference which at-

tracts community leaders from a wide area and offers an unusual opportunity to meet nationally known authorities on many phases of community planning and organization. Its pioneering research in the nature and the problems of the community is attaining world-wide recognition.

The publications of Community Service are an important part of its work. A bimonthly magazine, *Community Service News*, keeps readers informed of current news in the field of community development. It includes book reviews and digests of articles, a readers' forum and a special department devoted to the folk school or people's college as a means of adult education. It also carries announcements of conferences, meetings and assorted "helps" for community workers. Material in a given issue may include items on education, recreation, religion, economics, agriculture, business, community organization and philosophy — evidence that the many interrelated angles to life are tied together into a unity in even the smallest community.

Of special interest to teachers is the report of a study of occupational opportunities in the small community made by Dr. Morgan. Young people will continue to flock to the cities in search of jobs if they cannot find profitable and creative work in their small communities. Community Service has published the results of Dr. Morgan's research in a book, "A Business of My Own," in which are listed and described a wide variety of occupations and industries which can be carried on in small communities. School libraries will find this a valuable addition to their vocational guidance shelves.

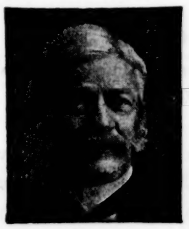
It may be objected that only rural and small town teachers are concerned with the services of this group; but Community Service points out that we also have small communities within the large city; moreover, if we recognize that community is, in Dr. Morgan's famous phrase, "the seedbed of society" and if we believe it to be the place where democratic ideals of individual worth and personal responsibility are first learned and practiced, and where mutual aid and mutual trust are seen to be the basis of all group life, then the importance of small communities must be understood by teachers and students in New York and Chicago as well as by those in rural schools. The announcement of the 1949 summer conference of Community Service states it thus:

> "The quality and vigor of life in our small communities determines the quality of our national life and the chance for survival of our society. If in many thousands of communities, in America and in other countries, there are people studying and working to build creative cultural life, sound economic organization, a worthy education system, a fine religious spirit, an understanding of the significance of the community, and an atmosphere of neighborly self-reliance and cooperation, there is hope for humanity."

Only the ignorant would maintain that small communities in general have achieved all these desirable characteristics. Far too many of them are deadly and discouraging places in which to live! Some months ago seven hundred high school students in a six county area were surveyed in an effort to learn what they considered the liabilities and assets of their small communities. The picture of the average small town thus secured is not flattering! Many of them need a general clean-up and beauty treatment, more adequate health services (including mental health), a more varied and interesting recreational program within the community, and perhaps most important of all, a closer cooperation between community groups which will make possible improvement in all these trouble spots.

The present plight of the small community and the necessity for its preservation and improvement can be a challenge to young people who want to tackle a significant — and somewhat tough! — assignment. Teachers can help such young people to see that the small community is not only a place to be born in and a place to retire to, but a place in which to spend the best years of their lives. There are openings for community-builders in thousands of small communities; those who fill them will be "important people" in the best sense of the word. The schools have it in their power to foster in their students those attitudes which will make their future duties as working citizens and as school board members, 4-H leaders, recreation planners, church workers, organization officers and committee members not merely obligations to be evaded or accepted grudgingly but opportunities to be welcomed and used. When the school and the community, working together, can produce young citizens of this kind, flag saluting will not seem so important.

Community Service, Incorporated conducts no whirlwind campaigns for membership through the usual publicity channels. Its contacts are made from person-to-person, for the most part. Its program helps educators to broaden their personal insight and to clarify their aims. A teacher's membership thus bears fruit in both community and classroom. The limitations of the teacher's paycheck are well-known, but one penny postcard will carry a request for information and sample materials to headquarters at Yellow Springs, Ohio.



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MAGIC BEHIND THE MIKE

ELIZABETH STEARNS

Excitement reigned. The sixth grade had been asked to give a program over the radio. The chosen topic, "Famous People of February", satisfied everyone as being appropriate for the season and offering opportunity for wide participation.

Research was carried out. Stories were written, criticized, accepted or rejected. Speakers were chosen and practice began.

"I won't be in the program", Mary announced one morning with her usual nervous giggle, "*will* I?". Her question was wistful as well as hesitant. Mary was the petted baby at home, but Mother spoke only Czech and Mary still found English difficult.

"Why not?" Miss Lee questioned, "aren't you willing to help?"

"O yes, but I know I don't get chosen. Nobody votes for me. I don't talk so good." The annoying giggle was almost a sob. In it Miss Lee heard Mary's hurt pride.

Somehow, as plans progressed, it was found that another speaker was needed for a short bit. Mary's voice had just the right pitch and all the words were easy to say. Mary went around in a dream. She polished each syllable and even controlled the giggle.

When the great day came Miss Lee stared. It surely must be Mary. No one else was so big. Yet her dress was clean and ironed. Her stringy hair had been shampooed and waved. She shone with cleanliness.

"O, Miss Lee", Mary was bursting with glory, "I'm all ready. Last night we heated lots of water. I had a bath all over! In the tub! I feel so good! My sister fixed my hair too!"

"You look wonderful", Miss Lee assured her and all the girls gathered around to admire.

"The radio audience will never know the real miracle of this performance", thought Miss Lee, "but there is the answer to 'How can we clean up Mary?' ".

LET'S GET OFF THE PENDULUM

ALDEN J. CARR
Superintendent of Schools
Alburg, Vermont

One of the most noticeable characteristics of American education has been its tendency to swing, sometimes slowly, sometimes rapidly, from one extreme to the other, like the pendulum of an old-fashioned clock. Ideas and concepts appear, attract attention, become the mode, wane in desirability, and almost disappear, only to return again to a new period of luster, perhaps a new name, perhaps unchanged.

This has happened in many educational fields. Consider, for instance, the question of general education versus individualized training. At certain times it has been the prevailing practice for every college or secondary student to study the same subjects in the same way. Then, as the disadvantages of this method of instruction have become apparent, increasing numbers of electives have appeared, with a corresponding diminution in required subjects, until, in some institutions, as highly individualized forms of education as could be afforded have appeared. At the present time it seems that most educators believe, theoretically at least, in adapting instruction to the needs of the individual. Yet, even as the ideal of differentiation appears firmly fixed, a growing demand for a common learning makes itself heard, and institutions here and there begin to introduce more general courses and to decrease the number of electives in what may be the commencement of a swing toward general education for all.

A similar oscillation may be observed in many other phases of education. In primary reading phonics was in, then it went out, now it is returning. Once all grammar teaching was formal; then it became increasingly functional; next it began to work back toward a degree of formalism. How far the swing will go it is hard to predict. Many other examples could be cited; they all underscore the tendency of education to swing from one extreme to another.

In many ways this has been advantageous to education. It has kept new, or at least different, ideas circulating. It has helped to keep teachers out of ruts, as they have tried, or at least had to consider, the coming mode as well as the prevailing one. It has led to a number of new ideas, or to new experiments with old ideas, which have in turn enriched the possible variety which education can offer. Certainly it has been better than stultifying inactivity.

On the other hand, the pendulum-like swinging has done considerable harm to education. It has created confusion, as teachers have found themselves baffled by the changing ways and uncertain as to what trend to follow. It has led to a habit of mistaking change for progress, as educators, forgetful of the history of education, have hailed as new, developments which were only repetitions of previously tried ideas.

Most injurious of all, however, it has led to a combination of paucity of ideas with a sense of uncertainty as to what is really good in education which is detrimental to the profession. It seems as if most ideas in education stem from the faculties of a few leading universities, with other educators following along with greater or lesser speed. This in turn has led some administrators and teachers to climb on the bandwagon of whatever idea appears to be gaining ground, so as not to be out-of-date. It has also encouraged many to judge an educational idea by the "bigness" of the name of the person who promulgated it, rather than by the intrinsic merits and demerits of the idea itself.

It does not seem at all unlikely that this is one cause of one of the mysteries of our day. Here is the great profession of education, with more practitioners, perhaps, than any other occupation, and certainly than any other profession; and yet it goes on from decade to decade with very few new and vital ideas. During the same period in which medicine produced the sulfa drugs, penicillin, and other new discoveries, education has merely vacillated between known ideas, and, in the actual practices observable in many city and crossroads schools alike, has not changed essentially for fifty years. Not only is this true, but there is a difference between the two professions in the way new ideas are treated. How quickly the use of penicillin has spread in just a few years, until today a doctor in the smallest village may, perhaps, administer it as freely and ably as the city physician! How slowly, on the other hand, has spread the idea of using audio-visual aids as an aid to teaching; after some two decades or more of discussion, many school systems do not have audio-visual facilities and others do not use them in the recommended manner. Perhaps this comparison between the two professions is not wholly fair, in view of the long training which all licensed physicians must have and the shorter periods considered sufficient for teaching, yet it does serve to make one wonder why that portion of the educational profession which is well trained produces so few new ideas and treats those that do appear so

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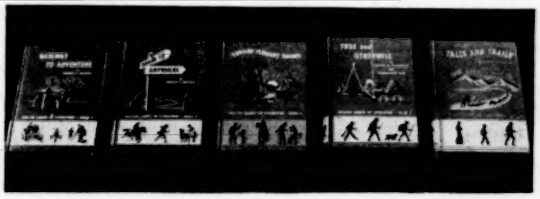

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coldly. Is it not probable that the cause is to be found within those conditions in education which make the pendulum swinging necessary and even inevitable?

For one thing, more time, attention, and study should be given to get down to the basic facts and issues of education. Too many educational discussions, formal or casual, tend to confine themselves to the more superficial aspects of the subject. One suspects that this is because none of those participating in the discussion can make any statement about education or any of its phases which is as clearly beyond dispute or is as demonstrable as such a scientific fact as that a straight line is the shortest distance between two points. In other words, education needs more facts as a basis, and for this research is necessary, not only by the faculties of a few teachers colleges, but by all faculties and by many actually administering or teaching in the schools.

With the determination of these facts goes the need of evaluating what is discovered. This could be accomplished in several ways. Professors of education could give careful analyses to those ideas which came from their own institutions, and perhaps from others. Experimental schools could be operated, not only by a few universities, but also by other groups, such as state departments of education or professional organizations; in these, ideas deemed worthy could be given objective and sufficient trial. Perhaps, too, the profession could develop as one of its many phases educational criticism. One thinks of such professions as writing or acting, and the value to them of the work of literary and dramatic critics, and wonders why there is not a place for similar individuals in the profession of education.

Even with basic facts and with the proper evaluation of new ideas, there remains the difficult task of bringing conclusions to the profession as a whole in such a way as to arouse more than interest or assent. Among possible approaches to this would be encouragement and leadership of small discussion groups; the better use of educational magazines, local, regional, or national; the development of different types of teachers conventions or regional meetings. Perhaps, too, there could be centers to which ideas could be presented, whether the originator had skill in presentation or not, and from which they could be sent out. In each community there could be someone whose responsibility it would be to find out about and report new ideas and practices. Recognition of teachers and administrators whose ideas proved valuable might encour-

age others to present theirs, and certainly would stimulate on the part of "little" educators everywhere the kind of thinking which leads to the development of new ideas and to the desire to try out those others have originated.

Through these means, and others, education could rid itself of its tendency to ride a pendulum; it could get away from the aimless or frightened following of trends; it could enjoy the stimulus of new ideas and professional growth; and it could bring a better type of education to the boys and girls.

REVERSIBLY SPEAKING

GEORGE W. FEINSTEIN
John Muir College
Pasadena, California

We read everlastingly of obligations *of* the teacher, rarely of obligations *to* the teacher. We are bombarded with sets of pedagogical objectives, never with sets of pedagogical prerogatives. Amidst a perennial eructation of educational aims that would save America and Americans, the teacher alone is the Forgotten Man.

Take, for example, the "Seven Cardinal Principles of Education." These would foster in our students (1) health, (2) command of the fundamental processes, (3) worthy home-membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, and (7) ethical character. None of us can read this list of estimable aims without a feeling of consecration in our role as teachers.

For formulas of this kind—all 117 of them—promoting the welfare of students, we have the utmost respect. Nevertheless, a set of homely aims suggesting what the poor overburdened teacher may expect to get out of life may also be in order. Eagerly we await a John Dewey who will issue a manifesto of seven cardinal principles to act as a Magna Carta *for the teachers.*

A re-enunciation of the Seven Cardinal Principles might go something like this:

(1) *Health.* The teacher's physical well-being is vital. Overworking the teacher so as to cause him eye-strain, worry, nervousness, or sleep shortage must be avoided. Roomy well-ventilated offices of specified dimensions, gymnasium facilities, periodic dental surveys, physical examinations, etc., should be provided the teachers of American children.

(2) *Command of the Fundamental Processes.* Ample time and means must be made available to each teacher for *reading* of current and classical literature: for *hearing* panel discussions, lectures, concerts, radio forums; for *seeing* plays, worthwhile movies, places, people; for *writing* articles, scholarly or popular; for doing *arithmetical computations* with a respectable-sized bank account.

(3) *Worthy Home-Membership.* A teacher's soul is his own. When he returns home after the school day he should be able to devote his full time to his family. Home should indeed be home sweet home, not a second office. No piles of papers should have to be corrected in the living room, no records filled—no, nor evening and week-end rehearsals held of plays, bands, teams.

(4) *Vocation.* A teacher's job is —to teach. His duties should be specified, not infinitely extensible. Specialized knowledge is his stock; imparting it is his trade. A bricklayer does not go before service club luncheons and lay bricks for nothing, nor does a doctor give the Rotarians free medical diagnoses. Accordingly, the public at large and the school administrators must not abuse the true coin of the phrase, "the noble calling of teaching," to wheedle endless free service out of teachers. (Yet teaching, I insist, *is* a noble vocation, just as honest bricklaying or doctoring is noble.) All extra-curricular demands on a teacher's time and professional abilities—whether involving club lectures, sermons, committees, guidance, extension work, Sunday schools, publications, tutoring, coaching, night classes—must be limited in light of the fact that a teacher is a mortal working man of allotted hours who lives by bread and butter, not an immortal angel who lives on ethereal meditations.

(5) *Citizenship.* A teacher is a citizen. As such he is entitled to political opinions. As such he is also entitled to smoke or dance or drink beer or wear turtle-neck sweaters or criticize the city system of collecting garbage. Also, as part of a democratic school organization, he shall have the right to help formulate its policies. The female teacher shall have the human right to marry.

(6) *Worthy Use of Leisure.* Teachers must first of all be provided some leisure to make worthy use of. Each teacher's work week should therefore be limited to forty hours—and if his preparations, classes, counseling, paper correcting, and other duties require more time, additional help should be hired to take over the excess load. Thus, teachers will be enabled to use their evenings and week-ends in the pursuits of free citizens—e. g., reading, gardening, carpentering, music, play-going, golfing, photography, traveling—which worthy use of leisure will serve to renew the teacher's spirit and make him a still better teacher Sabbatical leaves for worthy purposes should be provided.

(7) *Ethical Character.* A teacher must teach honestly and oppose

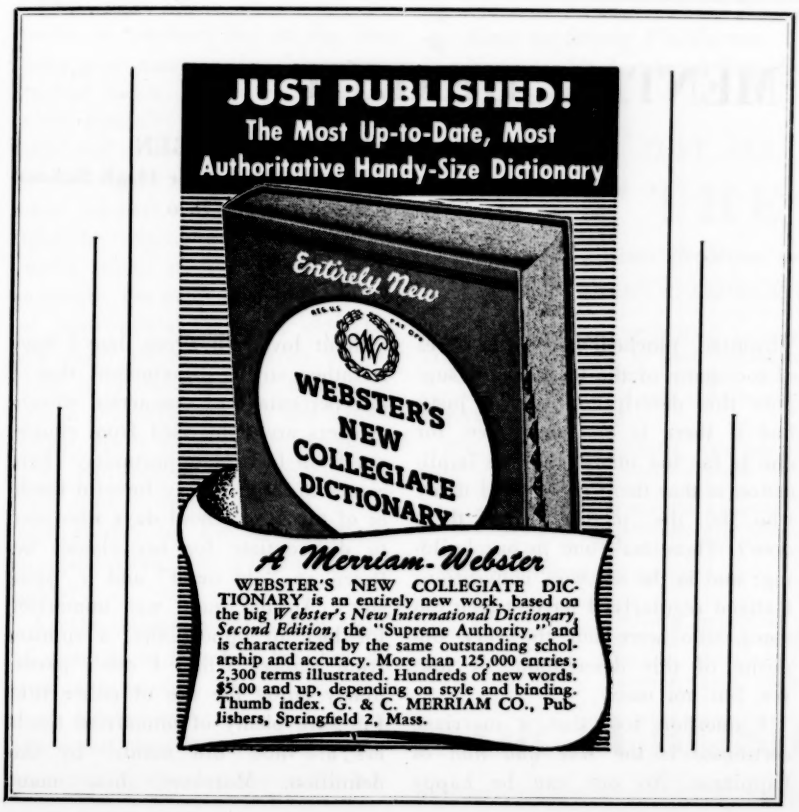
sham and ignorance. He must cultivate in his students a respect for truth. He must be able to admit, "I don't know." His influence shall be moral, though not prudish. Whether he attends church, and which, shall be his affair. He shall refrain from gossip about his associates but, unlike a doctor, he need not support them in their errors. He shall devote the energy of his teaching to the black and the white, the weak and the strong, grading on merit alone; and his passion shall be to fan the spark of talent wherever he shall find it. He shall inspire.

* * * * *

The foregoing re-application of the Seven Cardinal Principles is merely intended to be suggestive. The reader may want to restate them somewhat differently, to add to them or modify—the point is, though, that a code of teachers' prerogatives, shaped by classroom teachers, is as much in order as a code of teachers' objectives, shaped by school administrators. Both types of code are vital to our professional welfare—and neither must be ignored.

The Pasadena school system, always progressive, is among those blazing the way to better conditions for teachers. But the general status of teachers everywhere, though improving, is not exactly rosy. Yes, I have seen teaching conditions in schools, rural and urban, midwestern and southern, and have heard teachers discuss their profession. Ideas expressed in this article are mainly the "average" of theirs. Believe me, I do love teaching; I could not be happy doing anything else. Nevertheless, the betterment of the American teacher's lot seems to me "a consummation devoutly to be wished."

I am eager to hear the candid opinions of other teachers about these suggestions.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Student Editor, Beware!

JOSEPH C. CARTER
Temple University
Philadelphia

Make up, high school newspaper shepherds! A fifth column of not-so-cleverly disguised advertising wolves is already running amuck in your news fold! Open your eyes and count your double losses: Valuable news column space and revenue from unsold advertising displays.

A survey shows that hundreds of sheepish newspapers the nation over carry such headlines as:

Atomic-Energy Cola
Offers Juke Box Prize

Sparkle-Dew Company
To Give Scholarship

Seniors Select
Write-Rite Pen
Representatives

Many of these same papers also have printed in various pages—usually free on the editorial page—a cartoon with a cutline crediting some magazine or other product as the source. Such cartoon mats are usually circulated free among newspapers and magazines with the hope they will be printed free.

The cartoon—though it perhaps entertains—is nothing but advertising for its source, and should have been accepted and run with an "Adv." line to distinguish it from staff-produced entertainment copy. Trade-names usually appear in the gag-lines that accompany the comic panel. If such "free" copy is published at all, it should appear on an advertising page, paid for at regular space rates.

These service and product companies are smart in the most wolfish or foxy sense of the word. They know full well that greenhorn editors—and even some of their teachers—don't recognize advertising propaganda and commercial plugs

when they hear or see them. They, too, know that in cartoons, news stories and headlines they can enjoy free rides on the student newspaper carrousel—to the music of thousands upon thousands of copies going into readers' homes.

Yes, we must credit these companies with a great deal of generosity in offering cartoons, juke boxes, scholarships and free prizes and medals. But as newspaper publishers, we must not permit wolves to masquerade as sheep and devour our money, time, space, and business ideals.

No well-managed professional newspaper or magazine would permit obvious free advertising to sneak into its news columns if it could avoid it. Some does, to be sure. But all copyreaders and editors are constantly alert—especially in handling "releases"—to separate unpaid advertising from legitimate, free news.

Reporters and other writers on a professional publication sometimes find the name of a company, trade-name, or commercial product (or its slogan) necessary in a news story for identification. But if that ever happens, then seldom is the ad-plug word used again in the headline. Preferred are such non-advertising words as food, soap, shoes, pens, cars, beverages, or clothes.

School administrators, if they choose, may accept the "generous" offers of commercial firms to "give" prizes, scholarships, equipment, news releases, cartoon mats, or other services. But they should do so with their eyes open. School newspaper editors ought to check carefully all copy to determine whether it should be printed free in the news columns, as news, or whether it should be turned over to the advertising department to be accepted only as a paid display.

Newspapers need both news and money. The supplementary revenue they earn from advertising should come from space honestly sold as a medium by which merchants and others can benefit by presenting attractive sales messages about ideas, products, and services. Too many school advertising "salesmen" are but panhandlers passing the hat "to help out the school newspaper". But more than even news copy or cash, school publishers need a sense of values. They should learn to use standard procedures of the alert and competent professional press.

Check your copy sheep at the editorial gate of the corral! Strip the guise from the advertising wolves! Make them pay their freight and earn their keep—or cast them out in the cold where they belong!

MORE ABOUT MENTAL HEALTH

RUTH W. HEAGEN
Roosevelt Junior High School
Zanesville, Ohio

In an article titled "Teacher, How's Your Mental Health?" in the March, 1949, *Journal of Education*, Anna C. Williams made a number of statements that disturbed me considerably! Our professional leaders are urging us constantly to become more "professional" in our attitudes and actions, and it seems to me we are failing pathetically in this respect, largely because we've let ourselves fall into the state of mind shown in this article.

In the first place, the article contains a number of questionable assumptions. Reference is made to the "thwarted, pinched, and bitter faces of too many of the teachers." I suppose this description can be justified if there is one such face, for one is far too many. But the implication is that there are a good many who fit the picture. And there *aren't*. There isn't one in our building; and in the teachers' conventions I attend regularly, I haven't seen too many who were not the very opposite of this description! A few, yes, but not many.

I question too, that a marriage certificate is the *sine qua non* of happiness. No one can be happy without love, I'll agree, but I have a rather strong convinction that a fair percentage of unmarried women teachers are unmarried from choice, not from lack of opportunity. There comes to mind a very forceful teacher of my high school days who used to differentiate for her classes between an "old maid" and a "spinster". An old maid was unmarried for lack of opportunity, a spinster from choice. While I don't particularly enjoy the use of either title, I'm sure plenty of unmarried teachers are not "old maids" by this definition. Moreover, how many

"thwarted, pinched, and bitter faces" can you see among women, married often more than once, who have never taught school? Look around you!

The third suggestion that gives a false impression is that men teachers have much better mental health than women of the profession. The "placid" faces they are reputed to show don't necessarily mean better balance. The really fine men teachers I have known showed character and intelligence in their faces, but never placidity. The percentage of men teachers of high quality is at least as low as that of the women teachers of the same group, and I'm sure their quality has nothing to do with their marital status.

Of course I do agree that the mental health of a great many teachers is not good. But I don't feel that this illness shows itself always in facial expression, or is from the causes indicated by Mrs. Williams.

One main cause of mental ill-health in teachers lies in the fact that a great many teachers have never reached mental maturity. A person is not mentally mature if he cannot make and carry through decisions in his own daily work and life. How many teachers do what they feel is right in regard to promotion of pupils, what subject matter is to be taught, the expression of opinions on controversial subjects, etc? Or how many either voluntarily or because it is demanded of them first consult the authorities of the school system, learn what is the expedient thing, and then conform? Should an adult who is not capable of taking responsibility for his own decisions be responsible for training young minds?

Another indication of lack of mental maturity is found in the lack of emotional control shown by too many adults—others of course, as well as teachers. Do we reserve our emotional up-sets for the really important things, or are we thrown completely off our stride for the day by some minor mishap early in the morning? How many are like the teacher whom the students always rush to look at the first thing in the morning to find out how hard to study for her class that day? If her hair straggles uncurled she has been out late the night before, and her disposition is sure to be bad. If we can't show judgment and

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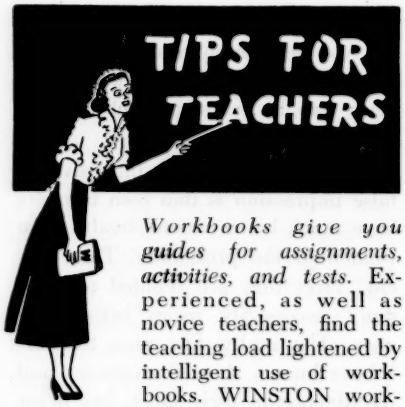
self-control in our own actions, are we capable of them in our dealings with children?

Another cause of poor mental health is lack of ambition, or of a goal in life. If a college student sincerely desires to be a teacher, that life ambition can be achieved the first year he's out of college, when he gets a job and starts teaching. If he is moderately successful, he may stay on in the same job until tenure makes it his for life. What has he to work for? If he enjoys teaching, he doesn't want to leave it for administration, which is the only sort of promotion possible in rank, since no one believes any more that it is "promotion" for a grade school teacher to be changed to junior high, or a junior high teacher to senior high. Any adult will be unhappy and dissatisfied if he simply settles down in a routine of teaching the same thing in the same room year after year, with pay increases coming for a few years automatically and then ending completely. What percentage of teachers, men or women, have sufficient mental maturity to set for themselves the goal of being, not just teachers, but better teachers every year, by specific standards, and finally the *best* teachers in a department, or school, or system? Find teachers with such ambition, and you'll find good mental health.

Few teachers have a wide range of worth-while interests and activities to develop good mental health. No matter where they go after school hours, with whom or for what purpose, too many are with other teachers, and talk, think, and worry about school. Too few are actively *interested* in community or cultural activities. Most teachers say they are too tired to go out in the evening, but they wouldn't be if they were really interested in going, for it has been my observation that most people have time, money, and energy for the things that are really important to them. The teachers who confine their reading to escape literature show nothing more clearly than a desire to avoid the realities of life. Can there be good mental health in an adult who neither thinks nor acts constructively outside his job?

A great many of the weaknesses of teachers, both professionally and personally, are the results of their training. How many of the so-called "education" courses taken to prepare for teaching really helped to solve the problems one actually faces in the classroom? No wonder teachers worry, when they feel that they have dozens of problems that none of their professional teachers even knew existed! (One kind of promotion some good classroom teachers should have is into a college classroom where they could pass on the gleanings of their experience to future teachers.) Is a person truly educated who graduates from college with no knowledge of or interest in most of the arts? Are colleges emphasizing the importance of educated community leadership, or are college graduates simply to sit back and criticize those who try to improve the status quo? Who should decide whether a teacher dare risk offending the powers-that-be by coming out openly for a needed change in the community.

No, our mental health isn't what it should be. (What's the average for the country?) But instead of settling back and passively blaming such futilities as our marital status or a narrow-minded community, how about working toward a more democratic set-up in the school system, improving the practical training of potential teachers, and broadening our social and cultural diet so we have some real live interests outside the schoolroom?



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THE NEWS DIGEST

Chicago Schools To Revise Curriculum

Chicago — A program of revamping the curriculum to bring local schools in line with the best courses of study and teaching methods is under way in selected schools here. Mapped by the Chicago Curriculum Council, the plan will be tested in thirty schools, including a score of elementary schools, two high schools, two junior college branches and several trade and vocational schools.

The Council is made up of 36 administrators and teachers from the Chicago school system, educators from local universities and community representatives. It is headed by Superintendent Herold C. Hunt.

In a published statement, the council cited nine points which were to serve as a basic philosophy of curriculum planning. These were:

1. Equality of opportunity.
2. Education changes behavior.
3. Education equips for better living.
4. Concern for the whole person.
5. Education deals with all aspects of life—moral, ethical, social, economic, civic and community.
6. Education is a function of many agencies, with the school as a unifying agent.
7. Education is continuous through life.
8. Education accepts change.
9. Educational ideals of understanding are many.

Electric Brain May Translate Languages

Los Angeles — A new type of "electric brain", capable not only of performing complex mathematical problems but of translating foreign languages, is under construction here at the United States Bureau of Standards Laboratory at the University of California's Institute of Numerical Analysis.

Scientists working on the elaborate calculating machine say it would be possible to make it encompass 60,000 English words with equivalents in three foreign languages.

When a foreign word is fed into the machine on a tape or card, the machine will run through its "memory" and will automatically give an English equivalent. The result will be a crude, word-for-word translation, lacking syntax, but will be valuable, the designers say, for such purposes as translation of scientific papers.

The student desiring one of these machines may be able to get it for $200,000, but it admittedly has a short memory which has to be jogged by electronic beams.

N. E. A. Delegates "Veto" Communists as Teachers

Boston—Delegates representing the more than 400,000 members of the National Education Association, meeting here in July, focussed attention upon such educational perils as low salaries, poorly equipped teachers, and the threatened invasion of the schools by communism. The inspirational quality usually a feature of the N. E. A. conventions was overshadowed by discussions of minimum educational standards for teachers, the need for Federal aid, the loyalty of the school profession, the futility of the oath test of allegiance, and similar matters.

Resolutions against the employment of Communist party members as teachers in the nation's schools, and denying them membership in the N. E. A., were endorsed almost unanimously after vigorous opposition from the few dissenters.

At the same time it was stressed that American children should be correctly informed about totalitarian systems and their menace to human liberty.

Following the lead of the Department of Classroom Teachers, the N. E. A. representatives denounced state-imposed loyalty oaths as useless and unnecessary. Warnings were also issued against red-baiting and witch-hunting in the schools.

Delegates were agreed that four years of education at the college level should be required of all applicants for teaching, and that every teacher, before or during service, should do advanced study entitling him to a master's degree. Federal assistance and greater expenditures by many of the states themselves were urged as a means of distributing instruction more evenly, especially in rural areas.

Policies were out in front for a week of speechmaking and resolving. All told, the Educational Policies Commission headed by Dr. John K. Norton must have felt well satisfied with most that happened.

Educators Discuss Year-Round School

Chatauqua, N. Y. — American public schools should be open all year with teachers receiving a month's vacation, educators proposed here at a conference sponsored by the New York University summer session. It was recommended that all children receive a month's free camping, that teachers' salaries be upped 20% to compensate them for the loss of regular vacations, and that professional upgrading of teachers during the summer be emphasized.

Dr. Alonzo F. Myers, chairman of the Department of Higher Education of New York University, gave strong support to the twelve-month school proposal. Dr. Myers, who has just returned from a year's tour of American college and universities, reported that several communities have already placed their teachers on a year-round basis and some states—Florida and Michigan, for example—are moving in that direction.

Other educators pointed out that some pupils might rebel at the notion and that objections from parents in the rural areas might be anticipated. A further warning note was sounded when Phillip Jennison of Cortland State Teachers College voiced his fear that the twelve-months year might give the teacher more work without extra pay.

Chase Report Indicates Schools Financial Needs

Boston — The unevenness of educational opportunities throughout the United States was made glaringly evident in a report given at the NEA Convention here by Dr. Francis Chase of the University of Chicago. Dr. Chase, who conducted a nationwide study of school conditions for the Council of State Governments, pointed out that rural areas are neglected everywhere and that federal grants to states are the only way to meet the problem.

He saw reorganization of school districts as one of the most urgent state tasks. The ideal administrative unit, he explained, should have about 40 teachers. Yet seventy thousand of the 100,000 school districts in the U. S. have 9 teachers or fewer. Some rural districts spend over $1000 per pupil for a low quality of education.

Getting competent professional leadership was also cited as an important state goal. It was noted that the nation has more than 27,000 teachers with no college preparation and 100,000 who have had less than two years of college. Forty percent of all elementary and secondary teachers have less than four years.

The report disclosed that the proportionate expenditure of national income for public schools dropped from about 3% to 2% in the last ten years. Every state except Florida has decreased the percentage of its total income spent on schools; Illinois, for example, dropped from 3.2 to 1.4% from 1938 to 1948.

Dr. Chase argued that more funds for schools would not bankrupt the nation, since in 1937-38 a greater proportion of national wealth went for education without ruining the country's economic health.

The shortage of elementary teachers and the need for new school buildings, Dr. Chase said, were the "two urgent problems" of every school system.

Student Group Seeks Civilian "GI Bill"

A committee to seek Congressional support for a program of federally financed scholarships for 300,000 college students has been established by the National Students Association, having members in 306 of the nation's colleges and universities.

Calling attention to the need for a "Civilian GI Bill", the NSA pointed to an anticipated 10% increase in general tuition fees this year, in addition to the average 28% increase since 1939.

It was suggested that by 1956, Federal appropriations under the present GI bill could be diverted to non-veteran students on the basis of need and ability.

Texans Wait to See If Segregation Lawful

Houston, Texas — Expansion of Texas State University for Negroes has apparently been slowed down by uncertainty as to what the Federal courts will decide about the legality of segregation as a means of giving negroes equal educational opportunities with white persons.

Occupying eleven small buildings formerly belonging to Houston University for Negroes, and a few other halls recently added, the state-sponsored institution supplies liberal arts and journalism courses to some 2000 students, while the neighboring college at Prarie View provides for instructing 2300 negroes in agriculture and mechanical subjects.

The state university here offers or plans to offer courses in domestic science and pharmacy, and has a surplus of state appropriated funds not yet allocated. No schools of law, medicine or dentistry is yet in sight for Texas negroes attending the state university.

While many white citizens and some negro leaders believe that separate institutions for the two races are the only realistic solution, though insisting that these must be actually equal, the courts may decide otherwise. The National Association for the Advancement of Colored People is backing the case of Herman A Barnett, negro applicant for admission to the University of Texas medical school. Barnett's scholastic rating is said to be higher than that of any other student seeking entry at the all-white institution.

Opponents of segregation insist that its very existence is a denial equality. Defenders of the system maintain that segregation can be proven constitutional, provided the educational opportunities are evenly balanced. Either way the colored folk will gain considerable ground. Meanwhile the state university for negroes makes haste slowly.

$25,000,000 Allocated To N. Y. State University

Albany — Heads of colleges and universities in the State University system have been informed by Dr. Alvin C. Eurich, president of the State University, that they will receive building priorities to a total of about $25,000,000.

Announcement that the trustees intend to call for bids within the next year and possibly before Jan. 1 for the construction of additional or entirely new facilities to expand the State University came at a meeting with the heads of the several units of the system.

Under terms of the project, which is expected to be broadened later, about $14,000,000 will go to the eleven state teachers colleges; some $5,000,000 to the contract colleges, Cornell, Syracuse and Alfred, and possibly $5,500,000 to the state agricultural and technical institutes.

These contemplated outlays are exclusive of the money to be spent at the state medical centers planned at the Long Island College of Medicine, Brooklyn, and at the Syracuse University's College of Medicine.

Salida Schools Expand Classroom Broadcasts

Salida, Colo. — The experiment of having classroom work broadcast three days a week last fall was so successful in the schools here that Station KVRH and school officials are hoping to increase the amount of time for such broadcasts this year.

Under the experiment, the station's chief engineer and the Superintendent of Schools would drop into a different classroom on each of the three days, set up the microphone and put the pupils on the air for half an hour. With the class given no advance notice, there was no chance for a stilted, formalized discussion.

Parents thus were able to "visit school." In many instances they commented that they knew better what

the schools were doing than in the regular "open school" programs formerly given as part of American Education Week.

Course for Americans At Stockholm University

Stockholm — A special course for American students will be given during the 1949-50 academic year at the University of Stockholm. The main subjects to be studied are Swedish social, economic and political conditions and the Swedish language. Students who have completed two years in an accredited college or university are eligible. Veterans may attend under the GI Bill. The course is being given under the auspices of the Royal Swedish Department of Education in cooperation with the Swedish Institute and the Sweden-American Foundation.

Teachers of English To Meet in Buffalo

Buffalo, N. Y. — The National Council of Teachers of English will meet at the Hotel Statler here November 24-26. The theme of the thirty-ninth convention will be "English for Every Student."

Full particulars may be obtained from Western New York Teachers of English, 733 City Hall, Buffalo 2, New York.

Columbia College Adds Asiatic Courses

New York — Columbia College will broaden the base of its General Education Plan this month by launching a group of survey courses on Asiatic peoples and civilizations.

The courses, which will be comparable to the Contemporary Civilization and Humanities courses in which Columbia College students have studied the western civilizations in the last quarter-century, have been made possible through a grant of $100,000 by the Carnegie Corporation.

The classes will be taught to sections of not more than twenty-five undergraduate students each and will employ in most cases, the reading-discussion technique rather than the lecture method.

N. H. Cities Lose State School Aid

CONCORD, N. H.,—New Hampshire's eight major cities lose all state aid to education this year as a result of sweeping budget cuts by the 1949 Legislature.

Concord, Claremont, Dover, Keene, Laconia, Nashua, Manchester and Portsmouth lose a combined total of $360,000 this year, according to figures released by the State Board of Education.

The Legislature snipped $1,600,000 from the $2,000,000 a year state aid program.

Many smaller communities will also suffer from the transfer of school costs to local taxpayers.

University Theses Destroyed on Dump

BERKELEY, CALIF — University of California officials admitted recently that 20 theses written by candidates for masters' and doctors' degrees had been burned in the city dump. "A terrible mistake," they said.

Dr. William Dennis, dean of the graduate division, said they disappeared enroute from the campus storehouse to the university library.

"It is extremely unfortunate," he added. "We do not regard the work of our students lightly."

The university is hunting widely scattered authors to get copies.

U. S. Allots $64,625,000 In School Lunch Funds

WASHINGTON, — The Agriculture Department has alloted $64,625,000 among the states, the District of Columbia and American territories for the national school lunch program for the school year ahead.

Laws authorizing the program require federal funds to be matched equally by funds from sources within the states and territories, except where a state's per capita income is lower than the average for the United States.

New Loyalty Statutes Effect Many Universities

The summer of 1949 will go down in history as a period in which efforts were made in many states to purge colleges and universities of "subversive" influences, most of the attacks being aimed at communism and all of them meeting with resistance from educational leaders and other persons anxious to preserve our traditional and constitutional rights of free thought and expression.

In California and Nebraska, state universities, presumably acting under political pressures, passed restrictive measures against the employment of communists on their own faculties.

The State of Texas adopted a law requiring all students in state supported schools to take a loyalty oath similar to that already required of teachers.

In Illinois the so called Broyles Commission set up by the legislature, brought out a report on conditions in the University of Chicago and offered regulatory recommendations which lawmakers declined to implement. One of these recommendations would bar from all tax exempt or tax supported schools of any level all teachers belonging to the communist party or any communist front group, as per FBI listing.

Meanwhile New Hampshire has a commission authorized by the legislature to study subversive activities throughout the entire state instead of merely in the state university as at first proposed. All teachers in the state will have to take oath that they are not members of any "subversive" organization.

In Washington, D. C., the House Committee on Un-American Activities began an investigation of the textbooks used in colleges, thus not only giving itself a large order but calling for the vigorous protests from many college presidents.

Maryland's drastic Ober law, which sought to bar subversive persons from any sort of employment by the state or local governments, was ruled unconstitutional by Judge Sherbow of the Federal circuit court because of its infringement upon the rights of free opinion, speech and assembly. This ruling immediately raised doubts as to the validity of the more limited Feinberg law by which the State of New York has undertaken to exclude "subversive persons from teaching in the public schools.

How to preserve individual liberty while defending it against its stop-at-nothing enemies, is still a question that has all America stirred and guessing.

Nebraska to Teach Old-Time Thrift

LINCOLN, NEB., — A program to emphasize "good old-fashioned American thrift" is underway in Nebraska public schools this fall.

Mathematics teachers will include problems in investment returns, according to LeRoy Ortgiesen of the state department of public instruction. Social studies instructors, he said, will describe "how investment makes government and private enterprise possible."

Facilities will be provided to enable students to practice thrift by buying government savings stamps, or starting savings accounts in local banks.

N. E. English Teachers To Meet in Providence

Providence, R. I. — The fall meeting of the New England Association of Teachers of English will be held at the Hotel Narragansett here, October 14 and 15.

The Committee is planning four panels: Preparing pupils for college entrance boards, techniques in reading, what industry should expect of the school and what the school should expect of industry and training teachers of English.

For information, write Miss Frances Hueston, President of the Association, Deering High School, Portland, Maine.

U. of Michigan Stressing General Education

Ann Arbor — General education instead of specialization is stressed in a new curriculum adopted by the College of Literature, Science and the Arts at the University of Michigan.

New requirements going into effect this term fall into two major fields: (1) Before graduation each student must take work in English, a foreign language, the arts, mathematics or philosophy, at least two social sciences and at least two physical sciences. (2) Before graduation each student must choose some field in which to acquire a deeper knowledge.

The new curriculum emphasizes the idea of a four-year program of liberal studies instead of one divided into two years of general study and two more of intensive specialization. Students will have more freedom of choice and a greater variety of breadth of fields of study in which to concentrate.

Grins Between Grinds

ONE TOO MANY

Rejected Suitor: "Well, in any case, "I'll always be a brother to you."

Daisy: "If I had any use for a brother, I could reach under the sofa and pull one out right now."

*

GRANDMA ASKED FOR IT

Grandmother had been reading little Patsy a story about a kitten that hid in a tin pail. Now Grandma was asking questions to see what the child remembered.

"And what was the outcome?" asked the inquisitor.

Patsy: "Out come the kitten!"

*

MENTAL STRAIN

A little girl attended a progressive-type school went straight to her mother the other day when she got home. In a slightly tearful tone she said, "Tomorrow at school is the day we have to do what we want to do — and I don't want to!"

*

AT HOME

The youngest daughter in a suburban family was thrilled when a new evening dress for her mother arrived and exclaimed, "Oh, mamma, how lovely! Will you wear it tonight?"

"No, dear," said her parent, "this is for when ladies and gentlemen come to dinner."

"Let's pretend just for once that papa's a gentleman so you can wear it tonight," the child suggested.

*

THE FLESH IS WEAK

Teacher: Jimmy, on this errand, you'll pass a ball park.

Jimmy: Yessir.

Teacher: Just be sure you *pass* it.

*

THE SHOCK

Cop: Allright, you there! How did you happen to knock this pedestrian down and hurt him?

Driver: Why, officer, I didn't hit him at all. I just pulled up to him, stopped the car for him to cross in front of the car,—and he fainted.

UNSPOILED

A business school graduate was filling out an application for employment. The personnel director, noticing that the young fellow seemed puzzled, went over to help him. The first entry that caught his eye was the answer to the question "Salary desired?" Beside it the youth had written "Yes."

*

BURIED TREASURE

A salesman making a month's stay in town bought some limburger cheese to eat in his room. When he got ready to leave he still had about half the cheese left. He didn't want to pack it, nor did he want to leave it lying in the room. He went over to the windowsill, carefully removed a plant from the pot, buried the cheese and replaced the plant.

A few days later he received a telegram from the hotel: "We give up. Where did you put it?"

*

LAISSEZ-FAIRE

A young matron was worried about her nine-year-old-son. No matter how much she scolded he kept running about with his shirt-tails flapping. But her neighbor had four sons, and each one wore his shirt neatly tucked in.

The woman finally asked the neighbor to reveal her secret. "Oh, it's very simple," was the reply. "I just take all their shirts and sew an edging of lace around the bottom."

*

IT ISN'T CRICKET!

The new school teacher, a comely young widow, had recently won a place as a contralto in the church choir. However, when she began smiling too much at one of the bass singers, a young banker, the latter's wife cornered her one evening after choir practice and said: "Do you ever attend ball games, Mrs. Smith?"

"Sometimes," replied the teacher. "Why?"

"Well," answered the banker's spouse, "I suppose a woman, as well as a man, could be thrown out — trying to steal a bass!"

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The following firms, each specializing in merchandise or services for schools, cordially welcome inquiries from Journal of Education readers. All the firms here listed are known to be reliable.

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